

Report urges grants scrutiny

by Ngaio Crequer

Student numbers in the universities should be monitored, the level of reserves should be watched and there should be more guidance on why the cost of similar courses varies, MPs have been told.

The Public Accounts Committee, in its 34th report, which examines university funding and social sciences research and training, calls for more precision in the way grant money for the universities is worked out.

But it also says that no compulsory scheme for premature early retirement of lecturers should be introduced unless it was cost effective in both the educational and the financial sense.

In its examination of the Department of Education and Science and the University Grants Committee, the PAC was told that a planning model was used to help determine what grant universities should

receive. Nevertheless, unit income had declined in real terms in recent years.

According to the PAC the unit income only gave a rough indication of the standards of provision which the grants would support.

They said it did not allow for the likelihood of additional students being provided for at marginal rather than average cost. Nor did it allow for previous underspending by the universities and the build-up of reserves. "In our view these factors should be taken into account and greater use should be made of the model... to give a more precise indication of the costs of meeting the standards of provision for which the grant is intended to provide."

They also suggest that although universities have discretion in how they spend their money, the DES should give them their assessment of how total expenditure should be distributed.

They are also concerned that similar courses cost differing amounts to provide in the univer-

sities. University planning would be assisted and economies identified if the UGC gave "more precise guidance on the causes of variation from one university to another, based on their overall knowledge of costs in different universities".

As for student numbers they note financial and staff constraints but say individual institutions should be told the numbers their grants are calculated to provide for, and that actual numbers admitted should be monitored. This would help the DES to assess reasonableness of the grants, particularly to ensure the Robbins principle is maintained, and the UGC could also monitor the effectiveness of staff-student ratios.

The PAC also says it is clearly necessary that the Social Science Research Council should be highly selective in its use of resources.

Thirty-fourth report from the Committee of Public Accounts, session 1979-80. Published as House of Commons Paper 783, by HMSO, price £4.00.

Technicians move to force go-it-alone salary deal

by David Jobbins

The university technicians' national pay bargaining machinery — the model for other non-academic staff — has broken down in a row over the latest salary negotiations.

Instead, universities where union branches support the two-stage 18-month offer made by the employers three weeks ago are being asked this week to implement it individually.

Lunch-time meetings of technicians, organized to hear the employer's answer, will escalate into a withdrawal of labour for the rest of the day if the answer is negative.

The national talks last Friday foundered when the university employers sought a national agreement on holidays which, according to union leaders, could have meant that some technicians actually lost some of their entitlement.

Mr Russell Miller, national officer

of the Association of Scientific, Technical and Managerial Staff said: "The dilemma we have put in is that if the package is put to a ballot, some people would be voting away the chance of a deal with inferior holiday arrangements to improve them."

The package proposed a 3.3 per cent increase from October 1 to a further 8.5 per cent from May next year. Early talks on holidays and pensions were also included from the management side.

"The proposed agreement is consistent with the limits agreed by the general purposes committee of the Committee of Vice-Chancellors and Principals."

A special conference of technicians from all universities in September called for local negotiations towards 39 days holiday a year, and urged its negotiators to respect any national agreement inferior to this.

Approval due for MSC unemployment package

by Patricia Santinelli

The Government is poised to approve a Manpower Services Commission package of measures for the unemployed by the end of next week. The main thrust of this will be an expansion of the Youth Opportunities Programme to take in a total of 40,000 young people at a gross cost of £275m.

Mr Jim Prior, Secretary of State for Employment, confirmed this week in the House that the Government would announce new measures to help unemployed youngsters during the next session of Parliament. He is known to be fighting in Cabinet for finance to fund the increase, most of which is expected to be derived from cuts in other departments' budgets.

The commission has already agreed to making the MSC is facing considerable problems in financing the present programme which was due to provide places for some 250,000 young people at a gross cost

of £170m this year. However, because of the drastic rise in unit costs the number is more likely to be 300,000.

The expansion of the programme effectively means the introduction of a national education and training scheme, which as youth unemployment rises—latest forecasts predict a total of 600,000 unemployed teenagers by the end of 1981—will become a major feature of the landscape in the provision of vocational preparation.

Alongside this the commission is working on a separate exercise to improve the country's training capacity. This takes in the recommendations made in the consultative paper, *A Better Start to Working Life*, which outlined a scheme of training for around 300,000 youngsters in jobs but who never receive training. The MSC is also looking at the provision of better access to opportunities for adults and at the whole way the apprenticeship scheme is operated.

New centres in SSRC sights

Five more designated research centres are likely to be singled out next year by the Social Science Research Council.

The initiative to set up a second round of centres at SSRC, which has been pursued by the SSRC chairman, Mr Michael Posner, who has yet to get the council's approval.

Earlier this year he achieved a long-held ambition when five centres were awarded major funding to conduct research on selected areas of social science research. Each unit is receiving between £50,000 and £100,000 a year for the next eight years.

Mr Posner hopes to see a new wave of research centres in the next few years. "I think the next five years are the right time to go forward," he said. "Otherwise we are dispersing our money in a lot of penny piece operations which may produce good pieces of work on their own but won't build up a reserve for future research efforts."

Carlisle wants binary divide equality

Leaders of the college lecturers' union have been urged by Education Secretary, Mr Mark Carlisle, that both universities and the public sector polytechnics and colleges are to be treated equally.

He admitted in a frank meeting this week with the National Association of Teachers in Further and Higher Education that the universities might have been slightly better off in the past year, but promised greater equality in the future. "We have to put the public sector in line with the universities," he said. "The public sector is going to have to be treated as equals."

Mr Carlisle also made it clear that lecturers can expect no more than a single-figure pay rise in the coming round. It was the first time Carlisle has discussed pay directly with the Government, and they returned Mr Carlisle that the Government's policy would lead to a repetition of the erosion of real wages suffered by lecturers in 1985 and 1986.



Middlesex Polytechnic BA performance arts students Sarah Winder (left) and Michele Durnell perform "White on Black", a dance choreographed by fellow student Eileen Muir.

Poly's purchasing procedures are new target of attack

The first round of designated research centres includes the Thomas Coram research unit at London University Institute of Education, the Centre for Urban and Regional Development Studies at Newcastle University, and a new Centre for the Study of Productivity and Efficiency at the Independent National Institute of Economic and Social Research.

At the other end of the scale, the Labour Economics Unit at the London School of Economics and a Centre for Survey Methods administered jointly by City University and a new independent unit called Social and Community Planning Research. Plans to set up a sixth centre have been abandoned.

As staff at the troubled polytechnic await the release of a second audit report on financial procedures prepared by Kwikkee Council, a new third report has been completed by the Yorkshire Purchasing Organisation (YPO).

The YPO report, prepared at the request of the polytechnic, is understood to support the view of some polytechnic departments listed in the first council audit report released in January which failed to buy equipment from the cheapest source.

Kwikkee Council is one of nine authorities who belong to the YPO, which specialises in supplying local authorities with cheap purchases. The report is being considered by the polytechnic.

Meanwhile the Council for National Academic Awards decided to support a decision on the

polytechnic's financial officers.

Polytechnic governors last week approved a paper prepared by Mr Bryan Murphy, head of the accounts and professional studies department, to try and solve the financial problems by polytechnic finance officers.

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UGC plans intervention policy to cope with spending cuts

by Ngaio Crequer

The University Grants Committee is understood to be planning to intervene more closely in the work of the universities to help them cope with a new round of Government expenditure cuts.

As part of a more interventionist policy, the UGC is to ask its subject committees to begin a major review of the strengths and weaknesses of individual university departments, and pave the way for possible rationalization.

The use of the standing subject committees for this task reflects dissatisfaction in the UGC with its previous policy of creating large and public working groups to explore particular areas.

The recent Atkinson report on Kurlan studies, for example, caused far greater opposition than the UGC had anticipated. The committee now believes that a more discreet dialogue with the universities would be a more efficient and politically acceptable way of dealing with other subjects.

Dr Edward Parkes, the UGC chairman, signalled the committee's intention to become more interventionist in a speech recently made to the Committee of Vice-Chancellors and Principals. The vice-chancellors were meeting today to discuss their reaction to the speech.

Dr Parkes warned that the universities could not be expected



Dr Parkes: candid speech

to escape the necessity for change which was affecting other areas of national life. He said they could not afford to be seen as automatic opponents of any schemes for rationalization.

I do not personally subscribe to the view that the universities are immutable in a climate of economic disturbance and demographic decline," he said. "What we have to ensure is that such changes as are necessary are made in a way that is possible for the necessary changes to be left in the hands of individual universities. Some priorities

would have to be set at national level.

"We need a strong measure of collaboration between individual universities, the CVCP and the UGC if we are to reshape the system to the new and different kinds of demands which are likely to be made upon it in the next decade, and against a background of limited finance."

"Of course, most of the change will be accomplished within individual institutions, but institutions may need their resolve strengthening and financial help if they have to contemplate the closure of departments and possible staff redundancy."

Dr Parkes's forthright speech comes after a year during which the vice-chancellors of every university have been summoned to special "dialogue" meetings in which their institutions' academic strengths and failings have been scrutinized. The information acquired in these meetings is expected to form the basis of the UGC's plans for rationalization.

The severity of any rationalization or economies cannot, however, be certain until the Government decides on the scope of any new public expenditure cuts. During the recent Cabinet meetings, Mr Carlisle, the Education Secretary, has made it clear that new savings will have to fall equally on the university and public sectors.

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Pay limit overshadows university talks

by David Jobbins

Leaders of the Association of University Teachers predict a bitter row if the Government tries to cut back their provisionally agreed 13 per cent pay rise in line with the latest initiative on public sector pay.

They say the university authorities are pressing for an early meeting of the second stage of their bargaining machinery to hear what the Government has in mind. Both sides expect that Committee B will be convened in the next week or 10 days.

A month ago the 13 per cent provisional award was forwarded to the Department of Education by the chairman of Committee A when the two sides failed to agree on a cost of living rise due to be paid from October 1.

It was suspected that although the bulk of the rise falls within the period of the existing cash limits, Ministers would not be prepared to see full payment of an award more than twice as great as the 6 per cent set for the local authorities and other public sector workers.

Despite doubts by Prime Minister Mrs Margaret Thatcher that the Government was imposing an income policy, AUT leaders fear they may have fallen into the same trap which led to their 1975 pay anomaly.

They are determined to argue forcibly for the preservation of the full 13 per cent award. But the temptation for Ministers to try to trim it back is likely to be reinforced by an awareness of the effect on the rest of the public sector if university lecturers are seen to puncture a tiny but significant hole in their strategy so early.

The AUT was represented at Wednesday's meeting of the TUC's public services committee. Also there was the National Association of Teachers in Further and Higher Education, one of the first unions to come out with forthright opposition to the pay limit for local authority employees.

Its national council last weekend passed an emergency resolution expressing "total" opposition to attempts to impose an "arbitrary" limit. The union's national executive was instructed to draw up the 1981 claim payable on April 1 regardless of the policy and consistent with the principles adopted by the Houghton committee.

There is no question whatsoever of the association's acquiescing to a 6 per cent limit when it is drawing up its 1981 claim," general secretary Mr Peter Dawson said.

But it is clear that local authority leaders regard 6 per cent as a hard limit.

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No smoking, by George

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Overseas students likely to drop by half

The 43 per cent fall in applications suggests that the impact of the new full-cost fees introduced this year for overseas students has taken longer than expected to make itself felt. In the current year, previous numbers of applications were 4,434 at the same time last year.

Only about one seventh of the eventual number of overseas candidates have normally applied by this date," the council says. "Although the numbers are not yet sufficient to make a reliable estimate of the fall in overseas numbers, it is already so great that we must confidently expect a very substantial fall by the end of the year."

Overseas numbers could be even greater than 43 per cent. "Only about one seventh of the eventual number of overseas candidates have normally applied by this date," the council says. "Although the numbers are not yet sufficient to make a reliable estimate of the fall in overseas numbers, it is already so great that we must confidently expect a very substantial fall by the end of the year."



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Universities told: UGC will intervene

by Ngaio Crequer

The University Grants Committee has told vice-chancellors they will intervene far more directly in the affairs of individual universities than they have in the past.

They have warned that there will be unpleasant change, some departments may close, litigation may be involved and the preservation of academic jobs will not be the top priority.

This is the stern message given by Dr Edward Parkes, chairman of the UGC in an address to the Committee of Vice-Chancellors and Principals. He makes it clear the UGC will not stand resistance to rationalization and warns it against providing evidence for the view that it has too cosy a relationship with the UGC.

Dr Parkes said he hoped that level funding would be maintained. "We have to recognise, however, that the pressures to cut the education vote in favour of other forms of government spending are very high, and we may not in the end be entirely unscathed."

He said the understanding with Government about level funding was that student numbers would be about the same in 1980 as they were in 1979.

"It seems possible that you may have succeeded in surpassing that target by perhaps 5 per cent, and lowering the unit of resource accordingly. In terms of the opportunity for well-qualified school leavers, whose numbers are still rising, and provided you have the teaching resources, I think you have acted properly. If you are spraying the barrel in the belief that money follows numbers, then you have been unwise."

He said he thought it unlikely that government would keep finance and numbers separated for long. "If only because of the public wanting to know what they are getting for their money, it would not be sufficient for vice-chancellors to sort out their own priorities for retrenchment and innovation, there needed to be an overall picture."

"I must make it clear that the committee does not regard the preservation of academic jobs as its top priority, although it does regard the provision of good career prospects for those who enter or remain in the system as important. It hoped to break the log-jam in promotions."

"We want everyone to be good at some things, but we want you to concentrate on your strengths, and

not support pallid growths which are never likely to reach maturity. The excision of these feeble limbs is something where the committee can help, even if it is only to lend you a financial pruning knife."

Dr Parkes said there should be much more collaboration between neighbouring institutions, and across the binary line.

As for research, "the golden ideal of a UGC floor for research which would enable anyone, anywhere to do anything to the point where it would be demonstrably worth supporting by a research council or other outside agency is just no longer possible". There would have to be some concentration of the more expensive resources, and some staff might conduct their research in a different institution from where they taught.

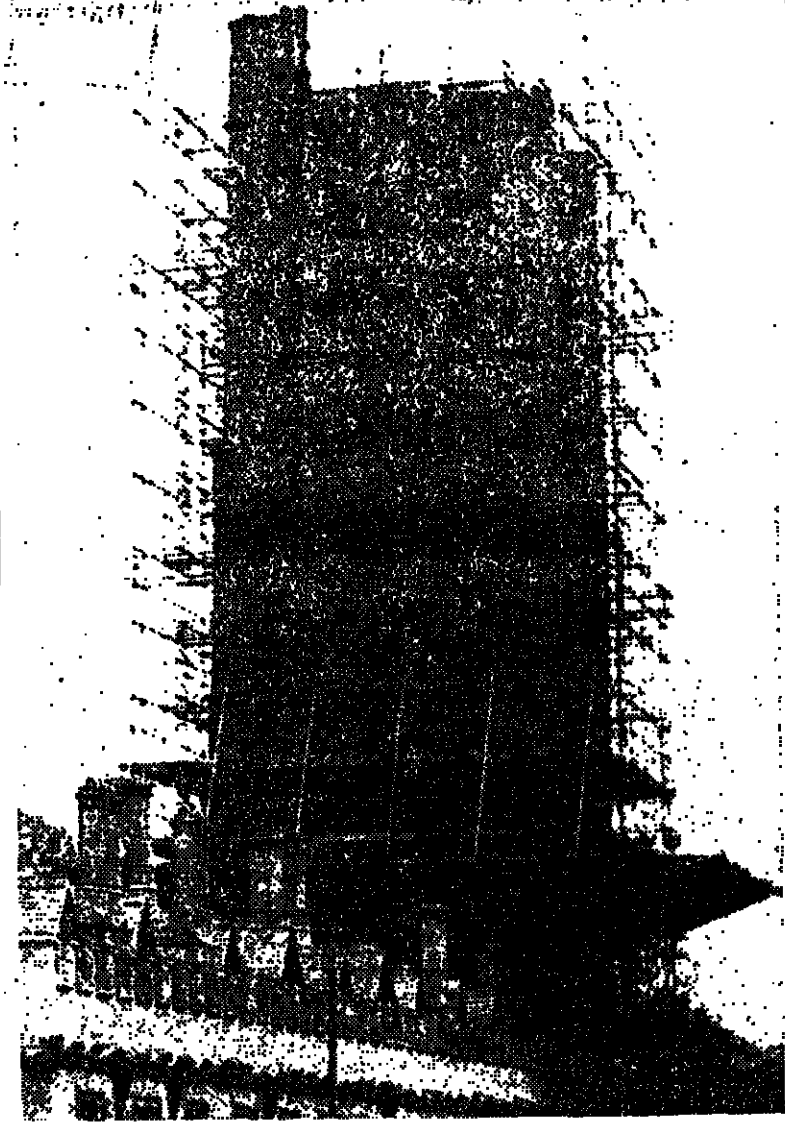
He warned that there would be greater direct intervention by the UGC in the future. "Before all your hackles rise and you start running to a council for civil liberties for protection, I should add that the committee is quite as staunch a defender of university autonomy as you are."

As for the scale of change, "I think it likely that both you and we may wish to start new developments and to close existing ones, and the latter may involve litigation. I think that except in very rare cases it is unlikely that either of us will want to open or close complete faculties. I see nothing at present which would suggest the closure of a complete university."

He said there was a risk that "too many denizens of the groves of academe believe themselves to be immune from the changes taking place in the rest of society and therefore resisted taking unpleasant action."

He said there were already too many people who thought the universities incapable of reform, and had too cosy a relationship with the UGC. "If those who think in this way are given evidence to support their view, they will not in future be involved in negotiation and argument with a UGC which, for all its many faults and fallibilities of judgement, is at least composed largely of members who belong to your own world."

Although he was not against public debate and dissent on academic issues, "I am opposed to a mulish opposition to any form of change based upon a sterile application of a concept of academic freedom, which may be the surest way to its destruction."



Scaffold nightmare for dreaming spire

The scaffolding on Magdalen College tower (above) built between 1492 and 1507, under the watchful eye of Cardinal Wolsey, then college bursar, is proving far more than the proverbial eyeore to the fellows of the Oxford college.

Renovation work on the tower, probably the best known dreaming spire in the city, began in 1975 when a survey revealed that three of its four top pinnacles were dangerously near to collapsing.

The college had hoped the work would be completed by 1981, but now it has become a race against time as bad weather and the complexity of the restoration have led to delays.

Mr Richard Johnson, the senior bursar of the college, says the project is fixed to an iron clock: if the work is not completed by Spring 1982 the scaffolding will

have to be replaced at a cost of more than £1m.

Sadly, much of the current work has gone to repairing work done in the 1930s, when the college was wrongly advised to use a form of artificial "plastic" stone to shore up the buildings.

One unforeseen problem came when local quarries at Headington and Clifton ran out of the high quality stone needed for the work, forcing the college to ship in stone from quarries in Alsace in France.

Work on the tower, expected to cost £850,000, has come in the midst of a very ambitious and extensive £3m renovation programme affecting much of the rest of the college.

The High Street block has been restored and modernised, the early 16th century chapel has been restored and work is beginning on the 18th century New Buildings block, which has a facade 100 yards long.

Art college torn by dismissal row

by Paul Flather

The Royal College of Art, one of Europe's most famous art colleges, has been wracked by dissent following moves to try to dislodge the college's professor of painting.

Last week senior staff at the college decided to drop a request to seek early resignation from the professor of painting, "inefficiently".

But students at the college are standing by a motion of no confidence in the rector, Professor Richard Guyatt, passed at a meeting last month. They are calling for a major review of procedures used to run the college, and the professor is supported by a number of staff.

Mr Paul Convery, the student union president, said: "The case against Professor Guyatt has been dropped because of the bad publicity it could have attracted. But nothing has been done to improve the poor communication and secret diplomacy used in the college."

The students are now seeking assurances from the college council that Professor Guyatt, whose tenure as rector comes up for review at the end of the current academic year, will not be reappointed in a further term.

The college first asked Professor Guyatt to resign following complaints made to the rector by successive senior staff in the school of painting.

Students and staff in the public school responded by issuing statements of support for the professor, who joined the college in 1963 and was appointed to his current post in 1972. He is an acknowledged expert on the French post-impressionist, and has worked in many collections, including the Victoria and Albert Museum and the Museum of Modern Art in New York.

Both the college and Professor Guyatt called "in solicitation" to handle the matter, and the college threatened to invoke part of its constitution calling for a vote of confidence in the professor if he did not leave.

The college is now to set up a working party to examine the relationship of the painting school and the rest of the college. One problem is that the school is in Exhibition Road, cut off from the main college in Kensington Gore.

Two other professors from the school of film and television, Professor Stuart Hood and Professor Douglas Lowndes, have left the college since 1978.

Mr Brian Cooper, the college registrar, said the rector certainly enjoyed the full support and confidence of the staff and the confidence of the students through the proper channels.

Inspectors praise inner London

The five inner London polytechnics face problems concerning teaching accommodation and the balance of staff but are producing good work in many fields, a report by the Ministry's Inspectors said this week.

The report, which covers the full range of provision by the largest education authority, generally commends the polytechnics' post-secondary services, and higher education, and said they offered a good range of general and vocational courses, and the range of legal education, while the scale of "probationary" provision is "probably immense elsewhere" and has a deserved high reputation.

Its general conclusion on polytechnics is that "much of the work is of a satisfactory quality, and while the colleges of art are not to have a good reputation and are involved in teacher education, very good indeed."

Although the report calls for "considerable improvement" in secondary schools, its overall view is not hostile to the polytechnics, and it confirms the view of the committee examining the rector's recommendation "not to mandate it."

Market opens for graduates

by John O'Leary

New job markets are opening up for graduates according to a survey of employers carried out at Sussex University.

The first stage of a study of graduate recruitment and retention over the last six years shows a boom in computing services and general commerce, although engineering and its allied industries remain the largest employers.

In general, the small and medium-size companies increased their intake of graduates more rapidly than the large firms which have traditionally been the major employers. Oils, chemicals and allied industries, a sector which contains some of the most consistent employers of graduates, actually reduced its intake over the period.

However, the study, carried out by research fellows David Parsons and Rosemary Hunt at the university's Institute of Manpower Studies,

found that the large recruiters retained a higher proportion of graduates than the smaller companies.

Mr Parsons said this week that the main recruitment increase has been from firms which normally take fewer than 10, and often only two or three graduates at a time. He said that it was impossible to tell from the survey whether graduates were lowering their employment sights and taking jobs they would previously have dismissed, or whether more firms were recognizing a need for highly educated manpower.

Responses from more than 260 companies indicated that smaller manufacturing industry was one area of growth in job opportunities, together with general commerce and the more predictable sector of computing services. The second stage of the study, which will concentrate on the graduates themselves, should present a more complete picture when it is published early next year.

More than half of the graduates of 1974 covered by the first stage of the study were still with the employers who recruited them then,

although this figure dropped to 30 per cent for computing services and only 27 per cent for accountancy. Companies with an annual intake of more than 50 graduates fared notably better than the rest.

Of the 1977 intake, 71 per cent were still with their employers last June, with little variation according to size.

The researchers found that their results showed considerable variations between employers, some of whom had retained as many as 75 per cent of their 1974 recruits. These firms were not concentrated in any particular sector or size range and were to be found in the public sector as well as the private sector, suggesting that conditions and career opportunities were the greatest determinant of loyalty.

Mr Parsons said the employment prospects for graduates varied considerably between the academic disciplines, with those in computing science and engineering enjoying an especially good position.

Graduate Recruitment and Retention 1974-79, published by the Institute of Manpower Studies, University of Sussex, £5.

Carlisle saves computer board

The Computer Board for the Universities and the Research Councils is to be saved, Education Secretary Mark Carlisle announced this week. In a Parliamentary statement, he said that he was now satisfied the board's policies ensured that public funds were being deployed to the best advantage and to savings would be made by merging the board with the University Grants Committee.

In a report on Government spending cuts last January, Sir Leo Phibbs argued that between £10,000 and £30,000 could be saved by such a merger. The board subsequently replied that its operations saved about £3m a year through co-ordinating purchases of computer equipment for universities, and the Department of Industry also supported its activities on the grounds that it best encouraged the sale of British computer hardware.

Manning reductions which will cut annual running costs from £200,000 to £150,000 through reducing board staffing levels from 10 to six, civil servants are still to be made.

Scots students may go to law

Students at Hamilton College of Education, which is under threat of closure, are investigating the possibility that it is illegal for the Scottish secretary to close the college.

The president of Hamilton students' representative council, Mr Tony Luby, said he understood a successful test case had been fought in England against a local authority which was to close a college. Mr Luby said the SRC was employing a solicitor to see whether any such case existed under Scots law, and whether an interdict could be obtained if the Scottish Secretary tried to close Hamilton.

A petition against the closure now has 100,000 signatures, and a delegation from the college will take part in a rally to be held this week at Callendar Park College which also faces closure.

The rally and demonstration are being organized by the Association of Lecturers in Colleges of Education and the National Union of Students.

CBI adopts new tactics to ease unemployment

by David Jobbins

Recession-hit British industrialists this week voiced compassion for the young unemployed and exhorted themselves to do more to help.

The annual conference of the Confederation of British Industry in Brighton called for a three-pronged approach involving:

• Stronger links not only with the schools but with the universities, polytechnics and colleges; • Direct help either through the Youth Opportunities Programme or individual initiatives;

• A reappraisal of the apprenticeship system to introduce age flexibility and qualification based on ability rather than time served.

With rival attacks on the education system and declining standards reduced to a minimum, the tone was set by Lord Carr, former Tory home secretary and chairman of the CBI's education and training committee.

He spoke of a striking change in the educational outlook compared with 10 years ago when lecturers were concerned with the working life employment and industry.

"This trend is something we have substantially helped to bring about and we must continue to take full advantage of it," he said.

Employers were being deluged with requests for information and data, and he warned the 1,000 representatives of 700 firms and

trade associations that if they failed to respond this "welcome" trend might go into reverse.

"So far I have spoken only of schools, but equally we must strengthen our links with the universities, polytechnics and colleges to which we look for our managers, scientists, engineers and technicians, and use these links above all to define our needs as clearly as we can," he said.

He condemned firms where school leavers received only a "lick and promise" induction with no further education and training.

Nearly half of those less able school leavers fell into this category in which they were equipped with no more than enough to do the same low-level job for the next 45 years.

"Paradoxically unemployed school leavers are now getting work experience programmes with employers through YOP and are receiving better preparation for working life than most of those who get jobs straight away on leaving school," said Lord Carr.

While there was general praise for YOP, there was also criticism. Mr Robert Gavin of Robert Gavin and Son, said: "It is a cosmetic exercise, it is like fighting dry rot."

The money spent on the programme should instead be used to create valuable employment, "not just a short term political cover-up" he said.

Lory push to close polys

A leading Conservative student has called on the Government to close all non-vocational courses in polytechnics and to close two or three polytechnics and at least one university.

Mr Peter Young, chairman of the Federation of Conservative Students (FCS) in a speech in Birmingham, said large savings would be possible in higher education.

"If ministers cannot bring themselves to make proper cuts in public expenditure, then they should resign," he said in a reference to the speech made by Mr Mark Carlisle, Secretary of State for Education, that there is "no fat left on the education budget."

Mr Young declined to be more specific when asked if he could name the two or three polytechnics or a university which he wanted closed. But it is understood FCS is currently preparing a report on rationalising education, schools, and this will include more specific suggestions on possible closures.

He said his speech echoed policy passed at the last national conference of FCS which attacked the welfare state and state monopolies and called for accelerated cuts in administration.

FCS is also calling for the introduction of a student loans system which could save £285m a year.

TUC likely to oppose loans system

The Trades Union Congress seems to have decided the case against loans was "overwhelming" and a major obstacle to people entering colleges and universities.

The committee went on to reaffirm existing TUC policy calling for an extension of mandatory grants to part-time students.

The committee's decision is subject to confirmation by the TUC's general council, which meets later this month.

ENGINEER YOURSELF A BRIGHTER FUTURE.

The Times Engineering Essay Competition For Students.

The Engineering Careers Information Service and The Times are jointly sponsoring an Engineering Essay Competition, with big cash prizes for the winners.

The object of the competition is to create a greater awareness of the role engineering plays in improving our daily lives.

Students in the United Kingdom, male and female, of all disciplines, engineering and non-engineering, are eligible to enter.

The competition is divided into two sections, one for sixth-formers and full-time students at colleges of further education, the other for undergraduates at a university or polytechnic.

THE COMPETITION

All students are invited to write, in not more than 750 words, on "What I expect engineers to contribute in the next 30 years to our nation's prosperity."

To have a better chance of winning, entrants may find it helpful to get to know about past engineering achievements before applying their own lively and creative ideas about the future.

There is, of course, no limit on the number of entries that can be received from any sixth-form, university or polytechnic. It will greatly assist the Judges if all entries are easy to read.

THE PRIZES

SIXTH FORMS/COLLEGES
£500 to the winning pupil.
£500 to the winning pupil's school or college.
Two runners-up prizes of £200 to pupils only.
Five consolation prizes of The Times Atlas of the World, comprehensive Edition, and £50.

UNDERGRADUATES
£500 to the winning undergraduate.
Two runners-up prizes of £250.
Five consolation prizes of The Times Atlas of the World, comprehensive Edition, and £50.

All prizes will be presented at a special reception, the details of which will be announced later.

THE JUDGES

Lord Nelson of Stafford, Chairman, General Electric Company; Lord Scanlon, Chairman, Engineering Industry Training Board; Dr. Elizabeth Laverick, Deputy Secretary, Institution of Electrical Engineers; Joseph Moor, Director, Engineering Industry Training Board; Hugh Stephenson, Editor, Times Business News; Edward Townsend, Industrial Writer, Times Business News.

- ### RULES
1. The last date for entries is Saturday, 28th February, 1981.
 2. Entries should be sent to: The Times Engineering Essay Competition, Engineering Careers Information Service, c/o EITB, P.O. Box 176, 54 Glarendon Road, Welford, Notts. WD1 1HS.
 3. Entries must state clearly on a separate sheet of paper, to be attached at the top of each entry, which competition—Student or Undergraduate—is being entered. The entrant's full name, as well as the name and address of the School, College, University or Polytechnic, must also be given.
 4. All entries become the copyright of the organisers of the competition, Times Newspapers Ltd., and the Engineering Careers Information Service, who will reproduce (publish) any entry in whole or in part if they so wish.
 5. It is the responsibility of entrants to see that their entries arrive before the closing date.
 6. Receipt of entries will not be acknowledged.
 7. No correspondence regarding this competition can be entered into.
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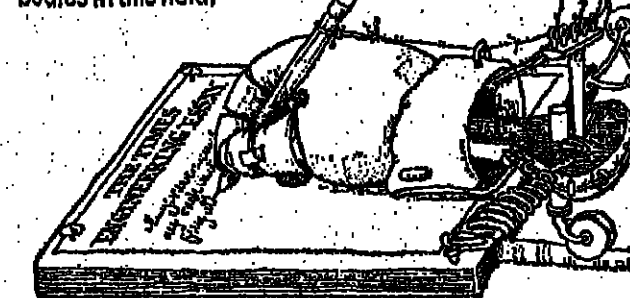
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It produces literature and aids for young people and those who advise them on career choice. It also takes part in national and local exhibitions and conferences.

ECIS co-ordinates its work with other bodies in this field.



THE TIMES

Heriot-Watt leaves NUS

Students at Heriot-Watt University have voted overwhelmingly to disaffiliate from the National Union of Students, making it the fifth out of eight Scottish universities to leave the union in recent years.

A 12-hour general meeting last week students voted by 250 to 30 to leave NUS, saving the students' union an annual affiliation fee of about £10,000.

Mr Brian Mottelsh, vice-president of the students' union and also a leading member of the Federation of Conservative Students, said saving money and not politics was the major reason behind the vote.

The vote reflects a general disenchantment with NUS among students, who want to see their students' union acting for their own needs directly, he said.

He said the £10,000 saved would be spent on items such as redecorat-

ing and refurbishing the student union building, hiring a chef to improve catering facilities, and setting up a campus radio station.

Heriot-Watt now joins St Andrew's, Glasgow, Edinburgh, and Dundee who have all left the NUS, costing the national union about £80,000 in lost revenue each year.

The NUS has hit back immediately at the decision, arguing that any union disaffiliating now was depriving itself of leadership and representation at a critical time in student politics.

Mr John Freeman, chairman of NUS Scotland, said: "Not only is the Government discussing loans systems, but also introducing a new students' union funding system. It is a very bad time to leave NUS, and we will try and get the issue re-opened and reversed."

New postgraduate training policies for SSRC

by Charlotte Barry

Widely varying new policies on postgraduate training are to be adopted by the Social Science Research Council's 14 subject committees over the next three years.

During the past month the committees have been meeting for their annual review of departments, re-evaluating SSRC awards to consider radical changes proposed by the subject's postgraduate training board.

This follows widespread outside criticism of the SSRC's comparatively low rates among its PhD students. Last year's 25 per cent cut in postgraduate training has led to further internal pressure to abandon the traditional method of awarding studentships to departments with quota status in favour of a system of student choice.

The postgraduate training board has proposed that the number of linked studentships should be doubled, quota outlets for taught courses and PhDs should be reduced, and a Collaborative Awards in the Social Sciences scheme should be introduced for PhD students.

It is hoped that when operating at maximum capacity, the source will supply 50 experimental stations including those carrying out investigations of molecules and chemical reactions; cells and viruses; solid surfaces and liquids; as well as semi-conducting and magnetic materials.

Mr Carlisle said the synchrotron radiation source, which has been built from the remnants of Daresbury's old NINA accelerator, would be of immense benefit to industry. "The research pursued by academics on the SRS will find many applications in industry. In addition, industrial research teams will be able to participate directly in the research programme."

However, the rate of progress of research using synchrotron radiation has been hindered by recent Government cuts in the country's science budget which has forced the SRC to reduce development of experiments for the machine.

The political science and international relations committee intends to go over to a student choice system in 1982.

The educational research board has always concentrated on a small number of outlets for PhDs and intends to continue with the quota system, although it wants to provide more linked awards. Taught courses with quota status are to be reduced from 15 to eight.

هذا من اجل

What buildings and society have to say about each other

Retreat from the goals of the 'great society'

The facts of poverty transformed into fiction

Pure reason in the appreciation of moral worth

Brian Morris

Brian Morris is principal of

pal. Douglas College, Lampeter.

Sartre's life-studies

Continued on following page

HOLYBROOK HOUSE, CASTLE STREET, READING, RG1 7SN ENGLAND. 0734-583247

Bridging work and study

There are various routes which Swedish school-leavers can take into the labour market, but almost all now lead through some form of post-compulsory education.

The highly developed Swedish economy offers few jobs for unskilled workers and many of these are taken up by immigrants. Only about 10 per cent (10,000) of pupils a year leave school at 16 and find jobs and although a small amount of vocational training is done entirely by the industries concerned, legislation passed by the Swedish parliament earlier this year decreed the phasing out of government job creation for unemployed youngsters.

Responsibility for all young persons up to 18, whether they are in school or not, is now firmly in the hands of the education system. Schools must follow up young people without jobs, arrange for counselling, and attempt to offer a training and education suited to their needs.

In this they have already considerable experience. No country in the world has made a more conscious effort to build bridges between the worlds of school and work, and to create a higher education system which is tailored to the needs of the labour market. Elaborate coordinating mechanisms have been instituted at all levels to try and ensure a continuing, two-way responsiveness.

Recent reform of the school curriculum had laid down that, from 1982, all pupils shall have 10 weeks of work experience, encompassing three different sectors of working life, during their comprehensive school years. At present, pupils have up to six weeks such experience, and companies bear the brunt of about two million pupils-weeks per year.

Since 1977 local committees with representatives of employers, unions, schools and employment offices have coordinated such pupil placements, and most schools also

have a full-time guidance counsellor. Opportunities exist for teachers and heads to gain work experience for themselves, although to date the take-up has been poor.

From the comprehensive school 70 per cent of 16-year-olds go straight on to further school studies, and another 15 per cent return to school after a break of one or two years.

The upper secondary school provides general education and initial training for most skilled and semi-skilled workers, from shop assistants to motor mechanics, as well as sixth form-style studies for university candidates. Vocational programmes make up about 60 per cent of all programmes, and are to be increased in the future.

Education in this sector was integrated in 1971, and study programmes are now organized in two to four-year courses. Most, though not all, vocational programmes are two-year courses, and in theory students can choose from a wide range of options, from the consumer study line, to the forestry or motor engineering line. In practice choices are limited by school resources and by pressure of demand.

There are obvious difficulties in catering for such a broad range of interests, and in providing stimulating education for older teenagers, many of whom are only in school because job opportunities are limited.

Often-voiced worries about violence and vandalism, about drunkenness, the alienation of young people and the inability of the education system to motivate pupils, tend to centre on this sector, and a national commission is currently looking into all aspects of education in the upper secondary school.

But the commission, due to report in one to three years time, is not expected to recommend any radical changes. Neither the principal of all-in schooling for 16 to 19-year-olds, nor the principal that basic

vocational training is the job of the schools, is likely to be overturned. However, some job training will continue to be done within industry, and improved government grants are now available to firms which make their facilities and instructors available for vocational courses organized by schools.

Outside the higher education system, training courses in various health care professions are run by the local authorities, and a magnificent network of adult education opportunities makes it possible for people to pick up their schooling at any point, either on a part or full-time basis.

It is estimated that a third of the country's adult population is studying in one form or another, and remarkably few are in the hobbies and handicrafts classes normally associated with adult education.

Sweden has defined its attempts to link education and the working world as a major priority, and all its important educational reforms have held this in mind. Many of the mechanisms developed will provide a useful model for countries only just beginning to realize how crucial and problematic such links can be.

However, forging ahead into such a minefield of difficulties is bound to lead to pitfalls, some of which have been pinpointed by an OECD-wide educational policy report on Sweden, shortly to be published.

The international examiners expressed their admiration for what the country has done in this field, but voiced doubts on several counts. As the examiners point out: "The emphasis on the world of work as against the implied academism of universities, colleges and schools might be a desirable change in emphasis. But the role of education is multiple. It must advance the causes of theory, concept-forming and science as well as those of social relevance and vocational skills."

Hilary Wilce

Bill James looks at the labour movement's fight for reforms

Casting political clout

The future looks bleak for British adult education. Some local education authorities seem intent upon putting the sickly infant out of its misery while even Neil Kinnock, himself an ex-Workers' Educational Association tutor, is reported to have recently said that adult education will take a back seat in future Labour Party policy.

Important therefore to look at a country where adult education has been the most rapidly expanding educational sector and where it plays important social, political and economic roles.

The Swedes believe in recurrent education, that the only way to cope with the constantly changing economic and social circumstances of the future is through the development of a flexible educational system providing easy access for everyone to return for periods of study or retraining throughout their lives. This philosophy has been espoused by all the Nordic countries but it is Sweden which has made giant strides towards it.

While in Britain such objectives are as voices in the wilderness, in Sweden there has been matched resources: for historical reasons, adult education carries political clout. In late nineteenth-century Britain, the direction of adult education was taken over by the university extension movement; in Sweden it developed spontaneously with religious temperance and political movements, particularly the labour movement, which were striving to change the shape of society.

To educate their members and train future leaders they developed their own "people's schools" and distinctive self-organizing study circles which relied upon "circle leaders" rather than highly qualified tutors.

In Sweden adult education was concerned not just with the whole man, a worthy enough objective, but with providing an alternative to the established system. It came to resemble a mass movement and its social and political objectives provided a cutting edge to its activities.

In 1932 the SAP (Social Democratic Party) began its 44-year tenure in power and its leaders repaid their debt to adult education by way of state subsidies to the 10 largest study organizations and a variety of further initiatives in the adult sector.

Because of its close political connection, the ABF (Swedish WEA), the far largest study organization, used its direct access to SAP leaders to urge further development. These arguments were formidably supported by the Swedish TUC (LO) which came enthusiastically to embrace the idea of recurrent education in the late 1930s. This does not prevent a large group, particularly the poorly educated, from being impervious to these appeals, but throughout the 1970s an energetic programme of LO/ABF outreach activities to increase participation has made some impressive inroads into the problem.

Under-educated people comprise 80 per cent of the quarter-million students who attend local authority classes (KOMVUX) for adults. This takes the form of nationwide adult schools which provide access to education at the upper secondary school level for those who missed the chance when younger.

This form of education has grown enormously in the 1970s, but perhaps the most astonishing increase in study opportunities has been in the universities.

A large number of subjects were opened up to recruitment of adults who in 1975 were given legally protected job security while studying, provided they were over 25 and worked for five years. The formal requirement of an upper secondary school education has been waived for such people although they still need to prove competence in basic subjects.

The teachers I met during recent visits have warmly supported the

reforms and speak highly of the benefits which adult students bring to classes. Degree courses have been reorganized, a credit system introduced, shorter self-contained courses are on offer and teaching approaches are beginning to adjust to the needs of the new intake.

Universities have spawned local centres which circumvent the need for adults to undertake long and expensive journeys to big university centres. The revolution has been comprehensive, unobtrusive, peaceful and so far, largely successful.

Three or four, largely successful, and Vuxenskolans—ABF, WEA, and the Workers' Educational Association—are closely connected with the political party and they vigorously compete for students as potential converts (particularly the ABF). They provide internal political education for the political party and a chaotic sea of competing individuals and organizations, incapable of rational long-term planning, characterized by half-hearted improvisation, and presided over by an indecisive, "weak" dictator (to use Hans Mommensen's apt phrase). Norman Stone's plan to bridge this gap—to make recent findings accessible to the general reading public.

There can be little doubt that Stone has fulfilled the first requirement for a popular history: the book is very well written, which one would expect from the author of the justly praised *The Eastern Front 1914-1917*. By dotting his book with anecdotes and clever

examples. In the late 1970s the SAP used ABF study circles to discuss major proposals for transferring economic ownership from private to public hands via profit sharing.

The Swedish approach also helps develop political skills. Study materials on social issues do not stop at encouraging circle members to study; they also advise in detail upon how to become constructively active. Study circles themselves can be microcosms of democracy, for ideas are put forward and voted on. Olof Petersen, who moved to describe Sweden as a "study circle democracy".

Partisan political education is not the British style, and it does have its disadvantages, but the Swedish experience suggests that the funding of political parties and pressure groups for this purpose can help produce a politically literate society sensitive to its own complexities and internal balances. The Swedish political system, after all, is synonymous with high levels of political participation and harmonious resolution of conflicts.

Also very un-British is the fact of distinction made between occupational and non-occupational education in Sweden: both are regarded as complementary aspects of the same social and cultural education. This is an essential and growing part of the labour market training.

Since 1975 Sweden has been involved anything up to 3 per cent of the labour force during any single year in courses of one or two years, a few weeks to a few months. Since 1975 Sweden has been ruled by a centre-conservative coalition but the approach is not Thatcher's. Where unemployment results from industrial restructuring, the Swedish answer is to retrain the workers. Sweden's unemployment remains at 7 per cent, compared with 7 per cent in the United Kingdom and well below industrial production has not declined recently. It has not declined since two years ago, employers could apply for grants to organize classes for 400,000 workers attending a wide range of vocational and general education subjects and were paid for their normal salaries while on these courses.

That education provides an occupation, hope, and skills for the future while unemployment is a case provides the reverse. Reorganized curricula in secondary schools, adult schools and universities, the Swedish desire to make education more relevant to working life and the needs of the economy. The main thrust of Swedish progress towards reform is relevant to the politicians and civil servants and businessmen, and various groups realize before it is too late.

The author is staff tutor in government and politics in the University of Manchester's department of extra-mural studies.

BOOKS

Hitler—an actor imitating himself

Hitler
by Norman Stone
Heider & Stoughton, £6.95
ISBN 0 340 24980 3

There exists a chronically wide gap between popular conceptions of Hitler and the Third Reich on the one hand and the interpretations of professional historians on the other. While Hitler popularly is regarded as the resolute, absolute dictator who commanded an efficient totalitarian police state and war machine, historians have tended increasingly to see the Third Reich as a chaotic sea of competing individuals and organizations, incapable of rational long-term planning, characterized by half-hearted improvisation, and presided over by an indecisive, "weak" dictator (to use Hans Mommensen's apt phrase). Norman Stone's plan to bridge this gap—to make recent findings accessible to the general reading public.

There can be little doubt that Stone has fulfilled the first requirement for a popular history: the book is very well written, which one would expect from the author of the justly praised *The Eastern Front 1914-1917*. By dotting his book with anecdotes and clever

turns of phrase, he succeeds in making light reading of a heavy subject. He also succeeds in laying to rest many of the popular misconceptions about Hitler and the Third Reich. The bureaucratic confusion which characterized the Nazi state, the improvised nature of much of Hitler's policy, the unwillingness to impose wartime sacrifices on the German civilian population—all well described by Stone—and should become so to the general public as well. Stone is also clear about the role of Hitler in Nazi genocide, and firmly counters arguments, such as those put forward by David Irving, that the "final solution" was a last-minute decision taken by Hitler. "It was a taking place. And, perhaps most importantly considering recent heated West German debates about the role of Hitler, Stone approaches critically the problem of Hitler as a source. He challenges historians for world conquest and mass murder and who draw far-reaching conclusions from Hitler's recorded statements. As Stone notes, in a most acute observation, Hitler became, increasingly, an actor imitating himself."

Yet despite its strengths, in some ways this is a rather unsatisfying book. In places issues and inter-

pretations are inevitably oversimplified. Thus, for example, Tim Mason's arguments about the "inner crisis" facing Germany in the late 1930s are inadequately discussed and too hastily dismissed. The discussions of rearmament and wartime arms production seem rather heavily based on the problems of the Luftwaffe (a consequence of Stone's dependence on the work of Richard Overy), while the well-developed plans of the army at the time Hitler became Reich Chancellor get hardly a look in. Stone's narrative preserves the impression that the army had nothing to do with the horrific campaigns of the *Blitzkrieg* on the Eastern Front, although this myth has been shattered by the brilliant work of Christian Streit (to whom Stone pays passing tribute in his bibliography but whose findings, to say nothing of their implications, fail to surface in the text).

More fundamentally, the subject of the book is not quite clear: it seems at various points an attempt at a pocket biography of Hitler, a potted history of Nazi Germany, or a concise description of the making and fighting of the Second World War. The book is a rather unsatisfying book. In places issues and inter-

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Richard Bessel

Richard Bessel is lecturer in history at the Open University.

Components of Austria's fascism

The Coming of Austrian Fascism
by Martin Kitchen
Croom Helm, £14.95
ISBN 0 7099 0133 X

In his introductory chapter, Professor Kitchen makes clear that his aim in writing this book was to analyse the background and context to the dramatic events of February 12, 1934, when a section of the Austrian workers rose in armed rebellion against the authoritarian "anti-Marxist" regime of Engelbert Dollfuss. This seems to be a somewhat more limited undertaking than the one suggested by the book's title, one which the reader may well expect a comprehensive historical interpretation of the Austrian variety of fascism. Though Professor Kitchen demonstrates and comments on the failure of the Austro-participation of the fascist movement, he does not in this book try to remedy this deficiency himself.

Instead, he introduces the reader to some of the components which made up the complex phenomenon of Austrian fascism. The unwillingness of the majority of bourgeois politicians to accept the democratic republic, which arose on the ruins

of the Habsburg Empire, as the framework of Austrian politics; the *Heimwehr*, originating in the mid-19th century, and which after the First World War, and modelling itself on the political thuggery of Mussolini's blackshirts in their campaign to intimidate the labour movement and democratic politicians; the *Vaterländische Front*, bogus embodiment of Austrian national unity and emergency, which was supposed to be a "divisive" political parties—all these are well enough described on the basis of the secondary sources and the published memoirs. Yet the reader will find it difficult to make adequate sense of the material presented to him, because of the absence of a rigorous analysis of the ideology and the social forces which drove the men and their organizations, and which alone can explain the rivalries and conflicts within Austrian fascism.

Professor Kitchen may have found Othmar Spann's writings "turgid" and may not have had the stomach to wade through his dreary memoirs. But in this book, the coming of Austrian fascism, Spann's ideas deserve a closer analysis than they get in this book. The author notes that Spann's ideas "appear to have

been given the approval of the Pope. Quite so. In fact they made possible the fusion of corporatist and anti-democratic thought with Catholicism, a fusion which is the chief distinguishing feature of Austrian fascism. This specifically Austrian fascism, like any other political movement in the First Republic, had its own paramilitary organization, the *Ost-märkische Sturmabteilung* founded by Schuschnigg, which receives only one passing and unexplained mention in this book.

The account of the February Days, based on the author's own researches in the Austrian archives, is the best part of the book. The desperate principled heroism of the *Schutzbündler*, acting in complete isolation, is well described and documented. Though the confused rhetoric of Otto Bauer helped to link the concept of the "dictatorship of the proletariat" with these events, the rising, and that of the Vienna democracy, in October 1848, was an attempt to defend revolutionary gains already achieved. The response of the regime and its supporters leaves little doubt that the destruction of the First Republic and its replacement by a "dictatorial" regime inspired by

a corporatist-Catholic ideology, does belong to the history of fascism.

The fact that Dollfuss and some of his allies believed that by destroying Austrian democracy they were defending Austrian independence from the Nazi threat is a sad irony which does not attract the reader's attention. I expect that many readers would like to know more of that small minority within the Christian Social Party who warned Dollfuss and Mussolini that only democracy in Austria could prevent the holding of the swastika on the Brenner.

The book is marred by a number of minor but irritating slips. Not the least of these is the jacket photograph of the typical Nazi poster for the plebiscite organized after the Anschluss in 1938, but it is described as "an Austrian propaganda poster." Such blunders indicate that the book has not received the kind of editorial care to which the reader is entitled with a book costing 5p a page.

Ernst Wangermann

Ernst Wangermann is reader in modern history at the University of Leeds.

A tradition of misunderstanding

Germany and the United States: a special relationship?
by Hans W. Gatzke
Harvard University Press, £10.50
ISBN 0 674 35326 9

Although almost six million Germans emigrated to the United States in the nineteenth century the two countries had remarkably little of importance to do with each other before 1914. In both countries the intense concentration on internal development meant that each was shielded from the worst excesses of international rivalry and the exorbitant claims of a "special relationship."

Adenauer was in fact the first German Chancellor ever to visit the United States, although ex-Chancellor Brüning lived a long and futile exile there. Hitler, who seems to have understood as few Europeans the United States as an official invitation received from Roosevelt, but he turned it down. Theodore Roosevelt had friends in Germany and spoke the same German, but scarcely made the same impression on the American consciousness as Woodrow Wilson, who understood next to nothing of the country. And when the United States produced a Secretary of State who had actually been born

of this prize-worth effort confusions have persisted. When Adenauer laid a wreath on the tomb of the unknown soldier in the American National Cemetery, he seems to have thought he was restoring the honour of "our own dead German soldiers", which was hardly in American eyes, the purpose of the ceremony. If outsiders found it surprising it has since been put in perspective by Chancellor Schmidt's explanation: that we are all Americans.

The Anglo-American introduction of these two cultures can be seen in circumstances he judged superfluous. Adenauer was in fact the first German Chancellor ever to visit the United States, although ex-Chancellor Brüning lived a long and futile exile there. Hitler, who seems to have understood as few Europeans the United States as an official invitation received from Roosevelt, but he turned it down. Theodore Roosevelt had friends in Germany and spoke the same German, but scarcely made the same impression on the American consciousness as Woodrow Wilson, who understood next to nothing of the country. And when the United States produced a Secretary of State who had actually been born

and educated in Germany the exceptional harmony between the two countries began to dissolve in discord.

One rich fruit of this confusion has been the high quality of American historical writing about Germany. From the time when American scholars were the first to pursue research rather than polemics about the causes of the First World War a fine tradition of the study of German history has flourished in the United States. It is probably did not make it easier for Professor Gatzke to write this book. Born in Germany himself, whence, like many other talented people he fled after 1933, he must have felt almost crushed by the effort of making this tradition available to a wider public. Yet in this respect he is successful, for the work comes most alive when the author discusses the major controversies in recent German history.

The book is not supposed to be, nor is it, a work for specialists, rather it is to be read by any reasonably educated person with no previous knowledge of the subject. It is designed to introduce Germany and the Germans to the American public. It is a gentle, manly, discreet, and balanced work, although there are some rather personal remarks about the American occupation forces in Germany. The most able of their

number did not stay long and it seems that a lot of those who had been specially trained for the job were almost immediately shipped off to practice their German in the Pacific. Their replacements were usually inferior. General Clay, however, appears in a better light. Beneath his "somewhat imperious manner", which was certainly very much to the fore, he was, it seems, "a kind and sensitive man". Would those Department of State officials who at the time dreaded to deal with him see him now in this mellow afterglow?

Thirty years after the departure of the Military Government, German Federal Republic provides, from a territory smaller than most western states in the Union, at least as high an average level of wealth and welfare for its sixty million citizens as the United States, at a much lower level of unemployment and inflation and with a less frenetic and nationalistic political system. Small wonder that there should now be so many general commentaries about it. It makes a welcome change to have one written by an historian.

Alan Milward

Alan Milward is professor of European Studies at the University of Manchester. He is author of *The German Question* and *The German Occupation*.

Villeinage

Kings, Lords and Peasants in Medieval England: the common law of villeinage in the twelfth and thirteenth centuries
by Paul R. Hyams
Clarendon Press: Oxford University Press, £17.50
ISBN 0 19 821880 X

Although Paul Hyams seems to think that there is a chronological element in his study, it is mostly directed towards investigating the legal definition of villeinage.

The four parts into which the book is divided give a good idea of its scope: chattel ownership and its consequences; the villein and his legal rights; villeinage and the common law; and the origins of common-law villeinage (not, it should be noticed, the origins of villeinage or of serfdom). The basic text is "Bracton" as explained by S. E. Thorpe; the great glossators are Vinogradoff and Maitland and Hyams's main contribution is, besides current attitudes, a thorough study of the plea rolls and other case material, both published and unpublished.

By and large this monograph confirms the accepted historical view that legal villeinage was by-product of the creation by the king and his judges of a common law royal judges had to draw the line between those suitors they would hear and those they would not. What is new is the precise and subtle inquiry, with the aid of legal evidence, into exactly how, why, and in what circumstances the boundary between the free and the rest was drawn. The influence of Roman law is given full weight; but there is still room for a closer consideration of the effect of canon law, especially when several important royal judges, including some particularly associated with "Bracton's" treatise *De legibus*, Henry de Bratton himself and William de Raleigh, were important churchmen. Although it is peripheral to the theme, an investigation of the villeins' standing in the courts Christian would have rounded off the legal picture.

Deliberately excluded from the scope of the book are the realities of rural life; but it would have set the scene better if the legal themes if those persons barred from the royal courts had been described in more recognizable terms than: *serfs*, *villeins*, or *peasants*, and their numbers indicated. Such blunders indicate that the book has not received the kind of editorial care to which the reader is entitled with a book costing 5p a page.

Frank Barlow

Frank Barlow was formerly professor of history at the University of Exeter.

EDUCATION FOR WHAT?

Dr. James Hemming, in his new book *THE BETRAYAL OF YOUTH: Secondary Education Must Be Changed*, gives a solution, adding his expertise to one of this country's most crucial debates. The book shows clear commitment, concern and conviction. The Teacher, a readable and necessary antidote to the *Times Educational Supplement*, should head the required reading list. Dame Margaret Miles

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For the post of Lecturer in Drama, applicants must be able to conduct an academic programme in Drama to degree level, involving the History and Theory of Drama. They must also have practical experience in general theatre techniques. Teaching experience at University level would be an asset. Applicants should have at least a first degree in Drama or a higher degree in Drama or should be established, recognized, professional dramatists with suitable academic background.

For the post of Visiting Artist (this position is tenable for one year), the successful applicant will be expected (a) to create an interest in drama in its practical and theoretical aspects through workshops; (b) to help with the formation of a University Dance Group; (c) to have experience in Choreography. Applicants should have at least a Diploma in Dance from a recognized institution, or at least four years formal training together with some teaching experience, or have been a member of established dance groups of international reputation of at least 3 years.

Salary scale (per annum):

Lecturer I: UA 3: G\$9,000 x \$480 to \$11,880.

Benefits include housing allowance, contributory medical and pension schemes and study leave. Anyone recruited from overseas will receive up to four full economy air passages (ie, for himself, wife and unmarried children up to eighteen years of age) from point of recruitment, limited removal expenses and a settling in allowance.

Applications (3 copies), stating name, date of birth, marital status, qualifications and dates obtained, work experience (with dates), and the names and addresses of three referees must reach the Personnel Division, University of Guyana, P.O. Box 841, Georgetown, before 30th November, 1980.

UNIVERSITY OF NATAL

DEPARTMENT OF PSYCHOLOGY

DURBAN, SOUTH AFRICA

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin for appointment to the post of

LECTURER

A person with interests in Psychometrics and Industrial Psychology would be preferred but lack of such interests will not disqualify an applicant. Applicants should be registered with the South African Medical and Dental Council, or should be very near qualifying for such registration, as psychologists.

The salary scale attached to the post is:

R9,150 to R600 to R13,350 by R750 to R14,850 per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93 per cent of one month's salary is payable subject to Treasury regulations.

Further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, King George V Avenue, Durban, 4001, with whom applications, including the names and addresses of three referees, must be lodged not later than 30th November, 1980, quoting the Adv. D119/80.

UNIVERSITY OF NATAL

DEPARTMENT OF MATHEMATICS AND APPLIED MATHEMATICS

DURBAN

Applications are invited from persons suitably qualified in Pure and Applied Mathematics, regardless of sex, religion, race, colour or national origin, for appointment to the post of

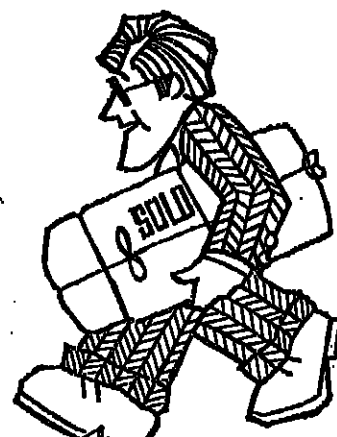
LECTURER

The salary scale attached to the post is: R9,150 x R600-R13,350 x R750-R14,850 per annum.

The successful applicant will be expected to assume duty on 1st February, 1981, or as soon as possible thereafter.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93 per cent of one month's salary is payable subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, King George V Avenue, Durban, 4001, with whom applications, including the names and addresses of three referees, must be lodged not later than 30th January, 1981, quoting the reference Adv. D118/80.



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AG308

Union View

Fine example of the 'slog philosophy'

Casual conversations with friends outside the world of education or trade unions are apt to be worry-free. There is no doubt that people are beginning to face the problems which are beginning to face us in public sector higher education. Within the service, it can be difficult to maintain the right perspective. On the one hand, we can see the initial effects of "capping the pool": we can see the negotiations concerning redundancies in many institutions (but usually, at present, someone else's institution). We hear suggestions of single figure pay awards; we hear of further reductions in public expenditure yet to come. On the other hand, teachers did get substantial pay rises in the period April 1979 to September 1980; means have been found, by way of premature retirement, of softening the redundancy blow in many institutions; some local authorities and governors have listened to arguments about the threat to educational provision. The situation almost cries out for the journalistic use of the expression "phony way".

Whatever metaphors one cares to use, however, the main characteristic for the union charged with representing teachers in this area is one of unremitting slog. Though with an eye to nostalgia can look back fondly at past highlights (although, speaking for myself, they all seemed much more routine at the time); the formation of the polytechnics; the Houghton Report; the major casework successes of the 1970s affecting teachers' rights; the formation of the whole new curriculum structure through BEC and TSC; the formation of a new teachers' union in NATPE.

Now history has not suddenly decreed that dramatic events will cease. It is eminently likely that we

will see several in the next few years and I suspect that the move from an expansionist climate to one of retrenchment will mean that they will be less welcome than those I have just described. They will require great determination and resolve from teachers. What seems crystal clear at the moment, however, is that such events are not our lot at present. We are called upon to meet less dramatic challenges day in and day out, to respond in a practical and constructive way and similarly to take initiatives in a host of complex situations. Let me give some examples.

(1) The history of teachers' pay in the last eighteen months is a perfect example of the "slog" philosophy. We have had a never-ending grind comprising negotiations, an independent report, interim

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awards, alleged errors, further negotiations, arbitration and a whole set of awards on different dates. Nothing could better confuse the real issue; there was a temptation at times to do something dramatic just for the sake of demonstrating frustration.

It is, however, a good example of the results of grinding hard union work in the present climate. Indeed, there is a postscript; only last week, the Burnham Further Education Committee reached agreement on a new structure for the pay of part-time teachers arising from the general recommendation made in the Clegg Report. Again, no one is going to claim it is perfect. What it does represent is a very substantial improvement in the old rates and a very real chance of the regular part-time teacher being employed on a proper professional basis.

(2) A likely future area of "slog" is teacher education. The government has recently re-established the Advisory Council for the Supply and Education of Teachers, of which NATPE has three representatives. A swift glance at the papers for the

first meeting would have suggested that the way ahead was going to be somewhat rocky; a more considered reading and the deliberations of the meeting itself confirmed it. Our predecessors in the former ACSET had gone through a long process involving changes in projected student numbers and changes in government policies. At the end of the day, the present system had been established as an "irreducible minimum" with the necessary flexibility to deal with foreseeable changes. What was now being stated by the DES was that, after a very few years the system was still producing what they regarded as an oversupply and further changes were called for.

(3) The most spectacular example of unspectacular slog is the mysteriously titled "codification exercise"; rarely before can a piece of jargon have so effectively masked the importance of an issue. To put it in nutshell, over 20 years teachers associations have, after negotiation, reached agreement with the various local authority associations on a whole series of issues, e.g. tenure and notice provisions, length of the college year, sick pay, maternity leave, redundancy procedures, etc.

At the time of writing, the incorporation of the provisions on redundancy is still outstanding and this is neither the place to describe that battle nor to forecast the outcome. Whatever happens in that regard, however, it is everyone's hope that agreement on the whole of the provisions on redundancy will be reached so that teachers in further and higher education, as they approach a period of great uncertainty, will have the assurance of a collective agreement governing their employment under which they are employed on a basis of their employment and of any further negotiations on their behalf.

I hope it can be seen, therefore, that it is not all drama (although drama there may yet be on some of these points); it is a lot of satisfying hard work for the teachers' representatives.

Peter Dawson

The author is general secretary of Natpe.

Here comes the 'performing' president



Keith Hampson

Practitioners of instant history have already taken up their pens on Carter's fall. Let anyone should be taken in by all the learned discourses about his lack of a sound political basis, the collapse of the traditional Democratic alliance, his faulty campaign strategy, let me suggest one obvious and overriding reason why America voted decisively for Ronald Reagan. They simply thought they had had four years of awful government.

And you, it may have been more the ineffectiveness of Carter's handling of inflation and his humiliation in Iran, plus no doubt his horrendous family—worse than the man himself, that the country resented against. Too many post-mortems have forgotten that Carter was the most unpopular president since the only question was whether Reagan could snatch defeat from the jaws of victory.

People clearly had their doubts about Reagan; there have never been so many "don't knows" in the

last stages of a campaign. But as Callaghan, Wilson, and Alec Douglas-Home all discovered, governments can reach such a level of public disaffection that they simply cannot regain credibility. People are essentially optimists, and it is damned difficult to convince them the other chap is going to be worse.

On TV Reagan did not look an extremist and whatever else he might prove himself not to be, he is an effective communicator. Politics is, after all, the art of compromise or it is nothing. Too many politicians—here as in the United States—forget they are not really administrators.

Anyway, by the end of the campaign, it was Carter who looked the more shady customer. Absurdly, Reagan undermined his "I'm really a decent guy" image; the 11th hour attempt at a deal with the Ayatollah—looking as though Carter were in desperation cynically playing politics with the hostages—destroyed him.

When he won in 1976, Carter did so because he seemed to be against government; he was going to sweep Washington clean as if it were a simple Southerner. Thus it is not the difference between Carter and Reagan that should be remarked upon, but the similarity of their appeals. Both tapped deep wells of resentment at big, and ever more costly, government.

Mr. Thatcher struck the same chord. It is a popular antipathy which conceivably will be the most potent force all governments will have to contend with. Call it a "conservative revolution" if you like. But to the right, as some commentators seem to believe, is a large part of the Presidency is showbiz, if Reagan concentrates on the "performance" of things might not turn out too badly. Whereas Carter was an incurable realist, Reagan is inclined to stand back. And so the scale of the Federal government may indeed be reduced. The new Department of Education will be abolished, he says. Education will still expect a dispirited, Republican impress on the inactive to emerge. Nixon in the early 1970s launched, at enormous cost, the Career Education movement. A new Office of Career Education was established to gear the secondary and primary education

more to preparing pupils for work. "If all of us can change in a Career Education direction," argued Kenneth Hoyt, the Associate Commissioner in charge, in 1973, "American education will become more meaningful and appropriate for our students."

Republican states, notably Reagan's California, concentrated on the two-year Community College, which in the 1970s were the only growth point in American higher education. They became less and less liberal arts degree colleges and switched steadily to part-time, job training and refresher courses over a vast range of areas. Between 1970 and 1974 there was a 50 per cent growth in non-degree, mostly vocational-orientation programmes compared with a 9 per cent growth in undergraduate degree enrollments. The average age of Community College students is now 29.

So with the conservative tide has run. When one thinks about it, we are facing much the same change of attitudes in Britain. It began with Callaghan's Ruskin speech and I expect vocationalism to become the central interest of the present Government.

We will see it in their 15 to 19 study due in December, in the curriculum suggestions yet to be finalized and in the work of the Schools Council. Ministers are also known to be keen to see a more married more to industrial requirements and for the research councils to think more of the "sellability" of the work they fund. This is evident in the SRC's heavy backing for Teaching Companies.

The MRC has been given back £12m it lost to DES in the 1972 Rothschild reorganization; practical results are expected.

Ministers are particularly enthusiastic about Sir Hermann Bondi's business-minded approach to the National Environmental Research Council.

And why not sell our expertise? Whether it be rock-drilling for energy departments or discovering water tables in Third World countries, the potential could be enormous. For years the American have demonstrated the commercial possibilities in education and proved that good money can be raised other than from government. We seem to be beginning to follow suit.

Don's diary

Thursday

I hate new sessions: who are all these young strangers crowding the quiet corridors of academe? September had taken on a quiet rhythm, a new course to prepare, books and slips in the file drawer thickening, news of assistants appointed in students appointed, appointed early, and appointed fairly near where they asked for. Write congratulations to CBEVE, tell them the bad news about this year's swollen numbers. Distant unobtrusive contact, occasional afternoons on the allotment, and now this: people, lists, paper, and chaos. G. tells me numbers choosing French Studies Language programme are high, enrolment for Modern French Language course up on last year, nearly as many for the new history of the language course. Good news. A. translates into bad: takes away joint 1 tutorial group with whom I had booked convenient time, and hands me an FS 1. Note: not a sample quotation, follow up with them ideas they raise from it. Breathless by 10, break to go through mail. Offprint from friend: at first glance perhaps useful for my own teaching. 11.15 lecture on Modern French Language course second year. Group well run-in, I know them, they know me, we know where we're going, and we seem to enjoy getting there. Feel obliged to admit to them that I was so keen to meet first year group that I had brought in wrong set of notes, had to pedal home and back: 15 minutes. Become a don and get fit. Become a what? Read J's article at leisure in the afternoon: relates so exactly to what I am teaching that I must write follow-up, and lose no time. Desk cleared, pencils sharpened, work till dark.

Friday

Weather clear, wind light, traffic heavy. 52 x 21 all the way, and door to door in seven minutes. Early enough to find a space in the bike rack under my window. D. tells me of someone who liked the last article, someone else who would appreciate a copy. A good start to the day. Two FS 1 time-tables: with luck it might be Tuesday 9.15. See third year (they like to be called fourth year: the year in France counts, they still have that far-away look) students. I can hear's finished her memoir. It's a big fat essay, don't worry, write it. Neither has Joanne, but she has brought back tapes of songs, poems and conversation in Occitan. The Language Teaching Centre will be interested, so when I've finished my transcription of the diphthongs, I take her along and introduce her. Back to prepare the paperwork for assistantship applications before the real work starts. I need full class lists for each set. Let it. FS, and joint, with columns for initials of the colleague who will give a report on each student, signature of students to show meeting has been attended and explanations heard, ticks indicating whether all the hunt has been received from each, as well as for noting their choice of area. Blank off superfluous details on standard lists, and Xerox. Take report form to be run off. Work out who reports on whom. Prepare notes on last year's results for departmental newsletter. Next week we start teaching. Teaching?

Saturday

Morning on one of our "allotments", actually a large garden we share with the owner who finds it too much for her. Tidy up the far end, using old bricks to build fire-place for burning rubbish. Owner's son recently dug up a row of autumn-fruiting raspberries. Some we took for our other allotment, some we shared with colleagues. Find a few more viable canes on the heap of rubbish for burning, so spend afternoon chatting to the friends with whom we trade them for a trial of their yogurt maker. Another family cook night. Mother looks after roast and cake, son (6) makes dough for crumble, father peels potatoes, peels and slices windfall apples for stewing, windfall pears for crumble, and bottling. We have no fruit trees, but sufficient friends who do, and enough wind in East Riding for reasonable supplies of pies, cider, and bottled fruit.

Sunday

More allotment. More raspberry canes. Trade for pre-lunch gin with

colleague. Think again about suggestion that I trade bike overhaul for rustic garden bench. Is this the alternative economy that we hope will bring about less labour for all? Why does it involve me in more? Try to read memoirs after lunch. Not really urgent yet, but no point letting them pile up. In the evening, type press release announcing series of lectures by local Friends of the Earth, for weekly free paper, offshoot of local daily. And so to bed.

Monday

Joint 1 tutorial at 9.15. What are tutorials for? Back up to lecture courses, but they've hardly started yet. The essay in French: not just writing French, but constructing an argument in the language development, we hope fluency of a high order, and also critical skills as they learn to argue not with what they thought was said, but with what, as they dissect the quotation, was meant, implied, can be read into and out of what was said. Try sample quotation, follow up with them ideas they raise from it. Breathless by 10, break to go through mail. Offprint from friend: at first glance perhaps useful for my own teaching. 11.15 lecture on Modern French Language course second year. Group well run-in, I know them, they know me, we know where we're going, and we seem to enjoy getting there. Feel obliged to admit to them that I was so keen to meet first year group that I had brought in wrong set of notes, had to pedal home and back: 15 minutes. Become a don and get fit. Become a what? Read J's article at leisure in the afternoon: relates so exactly to what I am teaching that I must write follow-up, and lose no time. Desk cleared, pencils sharpened, work till dark.

Tuesday

Easy day: 10.15 tutorial with second year group. Analyse passage of non-standard French with them, back home to write. What more to be said? Evening disco. by Cercle Français. Pop till you drop.

Wednesday

Ancillary prose class 9.15. Off to hospital. Stress brings me out in warts. Liquid nitrogen keeps them down. If only I could manage something less anodyne to persuade people I'm overworked. Read new second year set book while waiting. Unimpressed. Back (in some pain) for report lecture on new course. History of French vocabulary. Stress them that it gets harder later, stress importance of reading: unlike the literature courses, we don't have "set books", which means they should end up reading more. Nineteen takers for my picture of changing French society depicted in its word-stock. Fascinated by philology from an impossibly early age. I have never understood why the subject seemed so to repel others. But French Studies, with its choice of courses, is seeing my area built up. Elated and gratified, home to finish writing, start typing up.

Thursday

9.15: only slot for that FS 1 group. One of them still hasn't found us. 10.15: second year language class. 11.15: final year option, Semantics of French. 12.15: first year Modern French Language lecture, more students than yesterday. Lunch reading reports on the day in France, listening to "job survival" 2.40: Adult Education class with French assistants. Must put up notice giving "surgery" hours. My press-release has been used by the daily paper, evening spent answering the phone. Eight days a week.

Stephen F. Noreiko

The author is a lecturer in French at Hull University.

Journalist

